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| **Desired Results** | |
| **Established Goals:** (Washington State Grade Level Expectations-4th grade)   * + 1. Applies more than one strategy for generating ideas and planning writing. | |
| **Understandings:**  *Students will understand that…*   * There are multiple ways to explain their topic | **Essential Questions:**  What are the various ways to explain my concept?  What are the important features and characteristics of comics? |
| *Students will know…*   * The characteristic of comics | *Students will be able to…*   * Organize research information to make their own explanation of the topic |
| **Assessment Evidence** | |
| **Performance Tasks:**  Visit several websites to research their topics and comics | **Other Evidence:**  Research Graphic Organizer |
| **Learning Plan** | |
| **Learning Activities:**   * 1. Students will research the elements of comics, comic strips, etc. and find URL’s to obtain more information about writing comics,   2. Students will be shown how to use the Research Graphic Organizer and then will use it in their research,   3. First, students will use a search engine, like google, to find information regarding comics,   4. We will brainstorm a list of keywords to use when we are trying to find the information on comics, such as;      1. Elements of comics      2. Comics      3. Comic writing   and whatever others students develop,   * 1. Next, students will use computers to perform searches using the keywords they developed,   2. As students find information that pertains to our topic they will be able to print out the information to use it for taking notes,   3. Students will work in small groups or pairs to write the pertinent information that they need to write a comic using the expository mode of writing,   4. As students are working on this assignment they will write what they are learning in their Writer’s Notebook. They will add important information that pertains to the task at hand like URL’s and notes from the information they obtained while completing their searches. | |